

# Performing Arts

**Performing Arts Curriculum Intent:** *The Performing Arts are the gateway to the soul and enable pupils to embark on a journey of self-discovery and an understanding of an unspoken language that connect all of human kind. Students at Long Field Academy will continue this journey by delving deeper into the fantasy world of Drama and the harmonious universe of Music.*

Performing Arts at Key Stage 3 at Long Field academy is split between Music and Drama and pupils’ study this for one hour per week. They study drama until Christmas and then music until the end of the academic year. For Key Stage 4 students then have to option to study BTEC first award in Music Technology and BTEC Performing Arts Tech award.

For music at Key Stage 3 pupils study a broad spectrum of musical genres and learn about the differences between them, culturally, historically & instrumentally. Pupils have one hour per week where they can the theory and practice of music, learn notation skills for instruments as well as sing a wide range of songs. In addition, students have access to instrument lessons where they can learn to play most common instruments as well as work towards ABRSM & Rock School qualifications. There are also lunchtime clubs for Choir, Steel Pan, Ensemble and Rock band.

For Drama at Key Stage 3 pupils’ study for one hour a week on topics ranging from WWII Evacuees to the story of *Antigone* and learn drama skills such as body language and facial expressions as well as learn about famous practitioners, types of theatre and stages. They learn skills that will build confidence and social skills as well as acting and will also have the opportunity to take part in shows, in particular the summer play at the end of the academic year.

For key stage 4 Music, students’ study four units of work (1, 2, 4 & 7) which are based on the music industry, producing a music product, composing for adverts and sequencing. This gives students the opportunity to learn how to compose using their instrument or software, learn about the roles, responsibilities and legal requirements within the music industry, produce a CD of musical material which is also promoted and marketed as if for real as well as learn to use the more advanced functions of music composition software.

For key stage 4 drama the focus is musical theatre and students’ study 3 components of work, *exploring the performing arts, developing skills and techniques, performing to a brief*. During this course students learn about the intentions of the creators of musicals as well as more advanced drama skills and then put this knowledge into practice to create their own piece of drama, which is externally assessed.

Students who are DA/AEN are supported in Performing Arts at both KS3 & 4 as lessons are differentiated for all abilities and these students are encouraged to take peri-music lessons as much as any other student.

Students have three hours per week for both drama and music at key stage 4.

Skills and knowledge gained in Performing Arts can be used in further education and all areas of adult life. Both Music and Drama teach confidence, problem solving, working with others, empathising, understanding and knowledge of other cultures.

## Cultural Capital & Enrichment opportunities

During their time at Long Field students will have the opportunities to attend lunchtime clubs for choir, steel pan, ensemble and Rock band. They can also take part in the Christmas Hootenanny & lights switch on in town. They can take part in the summer show as performer, dancer, backstage or technical crew.

There is a theatre trip for KS4, instrument taster sessions for KS3 classes. Students have also had the opportunity to sing with semi-professional groups at the Royal Albert Hall and De Montfort Hall.

## Year 7

### Units/Topics/Overview/Knowledge/Skills

The performing arts curriculum prepares students to understand the rich culture of music and drama that exists within the world.

### Links to previous & future content

Pupils in KS2 learn to sing and play musically with increasing confidence

<p>Unit 1: <i>It was terrifying</i> Facial expressions, empathy, monologue &amp; body language.</p> <p>Unit 2: <i>Evacuee</i> Still image, mime, devise, dialogue &amp; duologue.</p> <p>Unit 3: <i>Haunted &amp; Hunted</i> Narrative structure, stimulus &amp; characterisation.</p> <p>Unit 4: <i>Carnival of the Animals</i> The Orchestra, Classical Music, Motif &amp; types of instruments.</p> <p>Unit 5: <i>Folk Music</i> Song writing, folk music history, melody &amp; dynamics</p> <p>Unit 6: <i>The Blues</i> Song structure, bassline, popular music history &amp; riff.</p> <p>Unit 7: <i>World Music</i> Rhythm, timbre, sampling &amp; percussion.</p>	<p>and control. This is the same for KS3 as students continue singing and playing instruments, learning about composition, musical structures and the history of music.</p> <p>Musical links to learning in Year 8: Genres, orchestration, time signatures, tempo &amp; rhythm.</p> <p>At KS2 students learn to improvise, devise and script drama as part of English.</p> <p>These skills are continued into Year 7. Skills such as facial expressions, body language &amp; empathy.</p> <p>Drama links to learning in Year 8: Empathy, proximity, facial expressions, tone of voice &amp; body language.</p> <p>Links to other years: Drama; Year 9 – tableau, dialogue &amp; duologue. Year 10 &amp; 11 – all skills learnt in year 7 Music; Year 9 – genre, structure &amp; lyrics Years 10 &amp; 11 – all skills learnt in year 7</p>	<p>From these trips and outings students will gain insight into performing arts within the real world as well as build confidence and people skills. They will be able to link their learning to what happens in the industry and the people who do these jobs for real.</p> <p>On trips to De Montfort and the Royal Albert Hall students experience music from all sorts of different cultural backgrounds.</p>
<p><b>Assessment &amp; Review Opportunities</b></p> <p>Students will be assessed based on the acquisition of practical skills, retrieval of knowledge of music and drama as well as the ability to write about the two disciplines using key words and subject specific vocabulary.</p> <p>Link to PLCs information can be found here. This will be done through:</p>		
<p>Term 1, 2 &amp; 3</p>		
<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Homework that will summarise learning from the lesson or flip learning</li> <li>● Questioning in class from the teacher as well as peers</li> </ul>		

- Students will also test & learn from each other using KAGAN structures (circle the sage, give one get one)

## Year 8

### Units/Topics/Overview/Knowledge/Skills

Unit 1: *Jo*  
Hot seating, empathy, sub-text, proximity & flashback.

Unit 2: *Status*  
Hierarchy of society, spontaneous improvisation, tone of voice & relationships.

Unit 3: *Film Music*  
Motif, orchestration, composer, genre & soundscapes.

Unit 4: *Advertising*  
Cliché, voiceover, jingle & slogan.

Unit 5: *Jazz*  
Time signatures, off-beat, chords & scat.

Unit 6: *Rock*  
Riff, Rock history, acoustic & electric instruments, amplification & texture.

### Links to previous & future content

Links to learning from Year 7;  
Drama – confidence, characterisation, empathy, range, alignment.  
Music – motif, jingle, types of instruments, riff, and bassline.

Links to learning in Year 9;  
Drama – narrative, range, alignment, characterisation, flashback and tableaux.  
Music – types of instrument, melody, chords, song structure, bassline, riff, harmony.

Links to Years 10 & 11 – all skills learnt in Years 7 & 8.

### Assessment & Review Opportunities

Link to PLCs can be found here.

#### Term 1, 2 & 3

- Quizzes
- Homework that will summarise learning from the lesson or flip learning
- Questioning in class from the teacher as well as peers
- Students will also test & learn from each other using KAGAN structures (circle the sage, give one get one)

## Year 9

### Units/Topics/Overview/Knowledge/Skills

Unit 1: *From Antigone to Rosa Parks*

### Links to previous & future content

Links to Year 8 content:

<p>Making a stand, forum theatre, abstract theatre &amp; the law.  Unit 2: <i>Gangs</i>  Belonging, direct address, tableau &amp; Greek theatre.  Unit 3: <i>Ensemble</i>  Types of ensemble, melody, bassline &amp; accompaniment.  Unit 4: <i>Live Lounge</i>  Modern pop music, chords, pop song structures, hooks &amp; lyric writing.  Unit 5: <i>Rock 'n' Roll</i>  Vocal harmonies, pop music culture, duet &amp; riffs.  Unit 6: <i>Hip-Hop</i>  Sampling, loops, turntablism &amp; music technology.</p>	<p>Drama – narrative, characterisation, stimulus, types of theatre, hierarchy, social structure.  Music – fusion, technology, stimulus, interpretation, riff, bassline, melody, harmony.</p> <p>Links to Year 10 content:  Drama – skills such as alignment, range, tone, singing skills, interpretation, intent &amp; stimulus.  Music – understanding the differences between genres of music, how sound is produced, composition &amp; the use of technology.</p> <p>Links to Year 11:  Drama – tone, range, alignment, devise, evaluate &amp; stimulus.  Music – genres, technology, composition, stimulus &amp; musicality.</p>	
<p><b>Assessment &amp; Review Opportunities</b>  Link to PLC's can be found here.</p>		
<p><b>Term 1, 2 &amp; 3</b></p>		
<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Homework that will summarise learning from the lesson or flip learning</li> <li>● Questioning in class from the teacher as well as peers</li> <li>● Students will also test &amp; learn from each other using KAGAN structures (circle the sage, give one get one)</li> </ul>		
<p><b>Year 10</b></p>		
<p><b>Units/Topics/Overview/Knowledge/Skills</b></p> <p><b>Music</b>  Unit 2: <i>Managing a Music Product</i></p>	<p><b>Links to previous &amp; future content</b></p>	

<p>Creating an album of student work from organising recordings to recording student musicians to producing marketing material.  Unit 4: <i>Introducing Music Composition</i>  Students learn to compose music for an advert, learning about musical structure &amp; form as well as how to shape music through the use of the interrelated dimensions.</p> <p><b>Drama</b>  Component 1 – <i>Exploring the Performing Arts</i>  Students analyse musicals in detail to understand their intentions &amp; why they were written, who they are written for and what we can learn from them.</p> <p>Component 2 – <i>Developing Skills &amp; Techniques in the Performing Arts</i>  Students develop skills and techniques in workshops and classes to enable them to perform extracts from well known theatre pieces.</p>	<p>Links from KS3 Music – using technology, composing, song structure, music formats.  Links to Year 11 music: composing, music industry job roles &amp; structure.</p> <p>Drama – understanding intentions of creators, stimulus, extracts from plays/musicals &amp; building on skills learnt in KS3 in preparation for components 2 &amp; 3.</p>	
<p><b>Assessment &amp; Review Opportunities</b>  Link to the music specification can be found here.  Link to the performing art specification can be found here.</p>		
<p><b>Term 1 Term 2 Term3</b></p>		
<p>This is based on a separate assessment calendar because each unit or component of work has different guided learning hours and rules around the length of time given for resubmitted coursework.  The unit 1 exam for music can be taken in January or June in any academic year.  Component three for drama is externally assessed in May.  Students are quizzed and questioned in lessons as well as given homework to embed knowledge learnt in lessons or to prepare for future ones.</p>		
<p><b>Year 11</b></p>		
<p><b>Units/Topics/Overview/Knowledge/Skills</b></p> <p><b>Music</b>  Unit 1: <i>The Music Industry</i>  This is the exam that students will take in Year 11, which focuses on the structure of the music industry, job roles, the law and unions.</p> <p>Unit 4: <i>Introducing Music Sequencing</i>  In this unit students learn the skills and techniques of a music making program such as MixCraft or Garage Band and how these are attributes for a composer who would create music for film and TV.</p>	<p><b>Links to previous &amp; future content</b></p> <p>Links from Year 10 Music - composition, use of technology, real life scenarios.  Links to life after Long Field - job roles, skills, legal &amp; industry structure.</p> <p>Drama – skills and knowledge learnt in components 2 &amp; 3 in Year 10 are fully used in component 3.</p>	

**Drama**

Component 3 – *Performing to a Brief*

Students will be given a brief and a stimulus to create their own piece of drama, drawing together the knowledge and skills learnt in the previous two units, which will then have to be performed and externally moderated

**Assessment & Review Opportunities**

Link to the music specification can be found [here](#).

Link to the performing art specification can be found [here](#).

**Term 1   Term 2   Term3**

This is based on a separate assessment calendar because each unit or component of work has different guided learning hours and rules around the length of time given for resubmitted coursework.

The unit 1 exam for music can be taken in January or June in any academic year.

Component three for drama is externally assessed in May.

Students are quizzed and questioned in lessons as well as given homework to embed knowledge learnt in lessons or to prepare for future ones.

***What next?***

From studying at Long Field Academy students can go onto learning Music and Drama at A-level or continue their progression onto level 3 BTEC courses and then onto higher education at Universities.

Students can also opt to go into apprenticeships and learn on the job within sound, production or media companies such as the BBC.

Some of our performing arts students are already performing in London’s West End or Leicester’s Curve theatre and are intending to continue with this to become professional actors.